

Head Teachers' Leadership Styles and Students' Discipline in the Selected Secondary Schools in Nyagatare District, Rwanda

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Abstract

The issue of head teachers' leadership styles and students discipline has become the subject of intense debate globally, triggering a contest on student's discipline that is responsive to the changing demands of school leaders and other stakeholders. This article focuses on the relationship between head teachers' leadership styles and students discipline in the selected secondary schools in Nyagatare District. The study utilised a mixed method research approach, employed a descriptive design that enabled the researchers develop descriptions from data that inform the readers about the level and status of the phenomenon. It also provided tools for investigating the relationships between the study variables. The cross sectional design enabled the researchers to collect data about the study phenomenon from a cross section of respondent categories at one point in time. The study established that head teachers' leadership styles had a significant but weak correlation of $r=.474$, $sig=.000^{**}$. Head teachers' leadership styles characterized by the studied dimensions was related to good students' discipline in terms of completion of assignments, regular attendance, adherence to schools' dress code and respect of school authorities. The study concluded that head teachers' leadership styles that included shared locus of decision making; participation of students and parents in disciplinary matters is related to a presence of very good students' discipline. The study therefore, recommends that head teachers should review their leadership styles to ensure that there is shared locus of decision making, parents and students participation to stimulate good students discipline where students will be able to complete their assignments, attend school regularly, adhere to school dress code and respect school authorities, among other dimensions of good students' discipline.

KEYWORDS: *Head teachers, Leadership styles, discipline, students.*

INTRODUCTION

Focusing on the discipline of the learners helps schools produce responsible citizens (Sanitora, 2006; Mugana, 2009; Changwa, 2010; Mungania, 2010; Mbogori, 2012; Kiprob, 2015). Students' discipline, which encompasses the general behavior of students at school whether in class or compound, is a key focus of school administrators. It is total obedience to school rules and regulations (Murphy, 2002; discipline (Sanitora, 2006; Mugana, 2009; Changwa, 2010; Mungania, 2010; Mbogori, 2012; Kiprob, 2015). Discipline includes regular attendance, timely completion of school projects, dress code, respect of school authorities and use of right language while the opposite behavioral traits denote students' indiscipline. Kiprob (2015) argues that leadership styles that include participatory decision making, exercise of control over students, assigning work and students' participation in school leadership are associated with better students' discipline. The essence of discipline is to ensure that learners behave in a manner that reflects the acceptable level of conduct in their societies (Sanitora, 2006; Mugana, 2009; Changwa, 2010; Mungania, 2010; Mbogori, 2012; Kiprob, 2015).

Behavioral theorists such as Skinner and Thorndike suggest that in an educational system, students can be directed to behave in the desired way through reinforcement and reward (Skinner, 1992). Good behavior that is rewarding is more likely to be repeated when rewarding situation subsists while behavior that is not satisfying will be weakened when its results are not satisfying or are negatively rewarding. According to Lochan (2010) and Barrett (2012), head teachers are in position through their adopted leadership styles to stimulate the right behavior and discipline (Sanitora, 2006; Mugana, 2009; Changwa, 2010; Mungania, 2010; Mbogori, 2012; Kiprob, 2015).

Lochan (2010) and Barrett (2012) consider leadership as a process of influencing followers to achieve the desired expectations. This process often requires being an inclusive style of leadership. Inclusive leadership means that stakeholders participate in ensuring that the desired standard of behavior is known to all and the positive and negative effects of compliance are equally clear. According to Thornberg (2008); Lochan (2010) and Barrett (2012), the issue of learner indiscipline has taken central stage in educational management.

The central argument seems to focus on the leadership styles of school administrators. Studies indicate that the head teachers' leadership style is significantly related to students' discipline (Sanitora, 2006; Mugana, 2009; Changwa, 2010; Mungania, 2010; Mbogori, 2012; Kiprob, 2015). Findings indicate that participatory decision making, exercise of control over students, assigning work to students and students' participation in school leadership resulted into regular attendance, timely completion of school projects, following school dress code, respect of school authorities and use of right language at school. The studies support existence of a direct link between how the head teachers lead and how the learners respond in terms of compliance with the expected behavior and discipline (Sanitora, 2006; Mugana, 2009; Changwa, 2010; Mungania, 2010; Mbogori, 2012; Kiprob, 2015).

Studies in Africa show that students' discipline remains a challenge to school administrators. In Nigerian schools, Okoson (2010); Lochan (2010) and Barrett (2012) indicate that acts of indiscipline such as truancy, hooliganism, disruptive classroom behaviors, examination multi practices, disrespect of school authority and drunkenness are on the increase. In most of the cases, learners that exhibit the aforementioned behavioral traits come from schools that do not strictly enforce discipline or those that have inadequate rewarding or punitive measures to ensure effective discipline (Sanitora, 2006; Mugana, 2009; Changwa, 2010; Mungania, 2010; Mbogori, 2012; Kiprob, 2015).

As argued by Tumutoreine (2013); Lochan (2010) and Barrett (2012), when students misbehave, they learn less and disrupt the learning patterns of their peers. More teaching and learning time is lost as school administrators spend time managing deviant behavior than facilitating teaching and learning. In Uganda, there is a growing wave of indiscipline in schools (Ministry of Education & Sports, 2014). Cases of student strikes, vandalism and burning of school property, among others, are reported. These vices stem from head teachers who fail to stimulate the right behavior among the students' community.

In Rwanda, issues of students' discipline mainly in secondary schools remain a concern (Byaruhanga, 2016 and Otara & Uwanyirigira, 2018). Enforcing discipline is considered one of the biggest challenges in Rwandan schools. Cases of misconduct by students are reported. These include failure to comply with dress code, irregular attendance, disrespect for authorities, disrupting other students during class, use of profane language, immorality, stealing, fighting and cheating in exams are on the rise (Otara & Uwanyirigira, 2018). These cases are growing and continuing to disrupt learning. The researchers wonder whether these cases of indiscipline in some schools in Rwanda in general and Nyagatare District in particular are associated with the head teachers' leadership styles.

THEORETICAL FRAME WORK

Various scholars have studied the phenomenon of head teachers' leadership styles in schools. According to Sanitora (2006); Mugana (2009); Changwa (2010); Mungania (2010); Mbogori (2012); and Kiprob (2015), common leadership styles exhibited by head teachers' include participatory decision making, exercise of control over students, assigning work to students and students' participation in school leadership (Sanitora, 2006; Mugana, 2009; Changwa, 2010; Mungania, 2010; Mbogori, 2012; Kiprob, 2015).

Locus of decision making and students' discipline

According to Lochan (2010) and Barrett (2012), Locus of decision making looks at where the decisions are made. The central question is 'where are the decisions in the school made?' there are two main loci of decision making in organizations including schools (Okumbe, 2007). This may be in one place in the school say the head

teacher's office or localized to the various units of the school. Where decisions are centralized, few people are involved in the process. In a school, this is usually the head teacher. However, where decision making is decentralized, more stakeholders are involved in the decision process. Jenkins (2013) in "*The Image: Knowledge in Life and Society*", outlines the general trans-disciplinary theory of knowledge and human, social, and organizational behavior. He argues that the basis of good leadership is a strong character and selfless devotion to an organization. This should involve democratizing all aspects of the system for inclusion and mutual understanding.

The argument seems to center on the assumption that where the decisions are arrived at by consensus, all parties to the decision will ably know how to behave better. Where democratic decision making is exercised, there will be greater willingness to comply with the agreed code of conduct (Abbasialiya, 2010; Harerimana & Adegoke, 2017; Budeba & Neema, 2014; Sanitora, 2006; Mugana, 2009; Changwa, 2010; Mungania, 2010; Mbogori, 2012; Kiprob, 2015). From Jenkins (2013); Lochan (2010) and Barrett (2012), assertion, it can be noted that democratization places the locus of decision making in a number of parties that have a stake in the decision.

From students' behavior perspective, one can argue that decentralized decision making makes students' more aware of what is expected of them in terms of behavioral standards. This awareness leads to greater levels of compliance and hence better students' discipline. Otaru and Uwanyirigira (2018) Sanitora (2006); Mugana (2009); Changwa (2010); Mungania (2010); Mbogori (2012); and Kiprob (2015), urge head teachers and school administrators to establish warm supportive relationships with students, letting them make appropriate choices that model positive behavior.

Otaru and Uwanyirigira (2018); Sanitora (2006); Mugana (2009); Changwa (2010); Mungania (2010); Mbogori (2012); and Kiprob (2015), contend that use of decision making tools that decentralize problem solving appeal more to the students and elicit compliance with faster effect than unilateral decisions of the school administrators. It may be argued that application of democratic approaches encourages students to develop compliant behaviors (Harerimana & Adegoke, 2017). Democratic leaders make the final decisions, but include team members in the decision-making process. They encourage creativity, and team members are often highly engaged in projects and decisions.

Alaba and Edugie (2012) Sanitora (2006); Mugana (2009); Changwa (2010); Mungania (2010); Mbogori (2012); and Kiprob (2015), claim that in schools where head teachers used directing and controlling as means of enforcing discipline, students were less disciplined compared to those where the head teachers discussed with the students the various discipline strategies (Kiprob, 2015; Harerimana & Adegoke, 2017).

Parents' Participation

According to Lochan (2010) and Barrett (2012), Students' discipline is not a responsibility of the school administration alone (Okumbe, 2007). Largely, students spend as much time with their parents as they do with school administration during schooling. Parents know the strengths and weaknesses of their children and have a strong input to the students' discipline. It may be prudent to think that children pick up good behavioural traits from their interaction with and instruction from parents (Kizlic, 2015; Harerimana & Adegoke, 2017).

Okumbe (2007); Sanitora (2006); Mugana (2009); Changwa (2010); Mungania (2010); Mbogori (2012); and Kiprob (2015), argue that parental involvement is an important strategy in improving school discipline and performance (Asimwe & Magunda, 2017). Head teachers need to encourage parents to assume responsibilities as co-partners in the discipline of their children. According to Asimwe & Magunda (2017), parents who take interest in knowing how their children behave at school and their way home often take measures to correct them. This can as well be extended to the school environment. This practice benefits the student by giving them a perception that parents are keen at modelling the behaviour of their children.

Moore (2001); Sanitora (2006); Mugana (2009); Changwa (2010); Mungania (2010); Mbogori (2012); and Kiprob (2015), argue that it is important that students are properly inducted into the existing standards of conduct and the consequences that accompany any breach of the specified rules. This cultivates the needed consistency in enforcement of discipline by both teachers and parents. In addition, as argued by Mbiti (2009); Sanitora (2006); Mugana (2009); Changwa (2010); Mungania (2010); Mbogori (2012); and Kiprob (2015), students become fully aware as to why they are being punished in reference to school rules when parents consistently remind them of the school rules (Sanitora, 2006; Mugana, 2009; Changwa, 2010; Mungania, 2010; Mbogori, 2012; Kiprob, 2015).

According to Lochan (2010) and Barrett (2012) Participation of parents can be in form of attending school meetings, disciplinary sessions for their children, class days where the performance and conduct of each and every individual student is reviewed in the presence of the parents and views about the students discipline shared (Okumbe, 2007; Asiimwe & Magunda, 2017). In addition, encouraging parents to follow up their children on adherence to the school's code of conduct and ensuring they exhibit consistent behaviour ideal for effective learning improves students' discipline (Harerimana & Adegoke, 2017; (Sanitora, 2006; Mugana, 2009; Changwa, 2010; Mungania, 2010; Mbogori, 2012; Kiprob, 2015).

The parents feel bound to ensure their children comply with the school rules (Sanitora 2006; Mugana, 2009; Changwa, 2010; Mungania, 2010; Mbogori, 2012; & Kiprob, 2015). Studies have found a link between parents' involvement in students' discipline and good conduct among students (Mbogori, 2012; Kiprob, 2015; Asiimwe & Magunda, 2017). Parents that keep keen interest in the behavior of their children at school encourage their children to behave well as children aspire to ensure that their parents receive positive feedback about their children. This is more helpful in families where parents have strong authority over their children. Parents with low authority over their children have less influence on students' discipline (Harerimana & Adegoke, 2017; Asiimwe & Magunda, 2017).

Students' Participation

Otara and Uwanyirigira (2018); Sanitora (2006); Mugana (2009); Changwa (2010); Mungania (2010); Mbogori (2012); and Kiprob (2015), opine that students are part of the school's discipline management system. They need to be part of the disciplinary processes of the school to ensure fast buy in to the code of conduct expected of them. Students may participate in the process by first and foremost reading and understanding the school rules, agreeing to be bound by the rules and commit to complying with them. Many schools hand out a copy of school rules and regulations to its new students (Harerimana & Adegoke, 2017).

Alaba and Edugie (2012); Sanitora (2006); Mugana (2009); Changwa (2010); Mungania (2010); Mbogori (2012); and Kiprob (2015), argue that students should be motivated to participate in cultivating right behavior and ensure excesses are reported to the authorities or deviant students are helped by the colleagues first before the matter escalates to the school administration. Students are encouraged to observe their peers and identify any deviant behavioral traits that such students should be helped to overcome (Harerimana & Adegoke, 2017 (Sanitora, 2006; Mugana, 2009; Changwa, 2010; Mungania, 2010; Mbogori, 2012; Kiprob, 2015).

Mbiti (2007); Sanitora (2006); Mugana (2009); Changwa (2010); Mungania (2010); Mbogori (2012); and Kiprob (2015), urge school administrators to involve students in the general school disciplinary environment. He recommends that students to participate effectively should be taught right behaviors and trained how to follow the school code. Recognition of the students that exhibit right behavior, acknowledging those that are consistent and those that are improving their conduct invites students to participate.

The head teacher can use students' participation in matters of discipline to make a clarion call for positive behavior among students (Harerimana & Adegoke, 2017). Head teachers can create an enabling environment for students' participation in school discipline when they allow genuine participation (Mbiti, 2007). For example, use of students' leadership structures in schools such as prefects and class monitors to enforce discipline cultivates students' participation. It may also be observed that self-regulation among students can promote discipline. Lochan (2010) and Barrett (2012), say that this requires the head teacher and teachers explaining to the students the desired behavior and how to maintain it (Alaba & Edugie, 2012; Sanitora, 2006; Mugana, 2009; Changwa, 2010; Mungania, 2010; Mbogori, 2012; Kiprob, 2015).

Students' Discipline

According to Lochan (2010) and Barrett (2012), Students are expected to follow a code of conduct generally accepted as a standard of behavior expected of them. This may include conduct in class, on the compound and on the way to and from school. Students discipline as suggested by Otara and Uwanyirigira (2018) includes dress code, language, attendance, respect for other people's property, and moral standards, among others. Okumbe (2001); Sanitora (2006); Mugana (2009); Changwa (2010); Mungania (2010); Mbogori (2012); and Kiprob (2015), look at students' discipline from two perspectives namely, preventive and corrective. Preventive refers to administrative actions taken to encourage students to follow rules and regulations which prevent infractions and stimulate students to meet school expectations while corrective discipline follows infraction of a rule in order to discourage repeating the same infractions (Harerimana & Adegoke, 2017).

Completion of Assignments

Harris (2014); Sanitora (2006); Mugana (2009); Changwa (2010); Mungania (2010); Mbogori (2012); and Kiprob (2015), indicate that one of the ways through which discipline or lack of discipline is exhibited is through performing classwork. Completing classwork in time is a depiction of students' positive behavior. However, some students disrespect teachers to the extent that majority of the students display conduct that is self-defeating. When students do not want to write their class assignments, it is a clear indication of misconduct. This signifies a decaying code of behavior in a particular school setting. Students behave variously when it comes to exhibition of this form of indiscipline (Moore, 2014; Harerimana & Adegoke, 2017; Asiimwe & Magunda, 2017).

Wassom (2015); Sanitora (2006); Mugana (2009); Changwa (2010); Mungania (2010); Mbogori (2012); and Kiprob (2015), indicate that hundreds probably thousands of school going children have copied conducts on social media and televisions that promote indiscipline. One of such conducts is not writing class work, not completing class projects or participating in group work (Asiimwe & Magunda, 2017). When students realize that they could be penalized for such deliberate acts of indiscipline, they abscond from school, become abusive and distractive to others. However, students who have been helped to appreciate the importance of completing class work and obediently do it, they are seen as examples of positive behavior (Jenknins, 2013; Harerimana & Adegoke, 2017).

Lochan (2010) and Barrett (2012), both preventive and corrective disciplinary measures have been found to reduce such deviant behavior (Otara & Uwanyirigira, 2018). In some schools more especially in sub-Saharan Africa, use of corporal punishment to enforce completion of school work have been used albeit with deeper negative consequences on the learners both in the short and long-run. Helping slow learners, identifying deviant students and working out the school work with them and rewarding those who perform their work in time encourage students to comply with completion of school work (Lambo, 2013; Harerimana & Adegoke, 2017; Sanitora, 2006; Mugana, 2009; Changwa, 2010; Mungania, 2010; Mbogori, 2012; Kiprob, 2015).

Attendance

According to Lochan (2010) and Barrett (2012), regular attendance is a requirement for students in most schools and ranks among the most important disciplinary aspects to observe. However, there is always a question why students stop on the way than arriving at school. This is common with students who have deviant behavior (Mgalla et al., 2010; Harerimana & Adegoke, 2017). A number of factors explain this. Some of such factors center on the discipline of the student and the disciplinary system of the school.

Students who are undisciplined do not treasure attending school or class while those who are disciplined are inclined to always attend school or class. Lochan (2010) and Barrett (2012), Disciplinary measures such as flogging students discourage them from regular attendance more especially where flogging is the common practice of enforcing discipline while less embarrassing measures such as counseling and guidance encourage students to come out and attend even where they would have absconded from school (Budeba & Neema, 2014; Harerimana & Adegoke, 2017; Sanitora, 2006; Mugana, 2009; Changwa, 2010; Mungania, 2010; Mbogori, 2012; Kiprob, 2015).

Studies reveal that students' who often miss school or class have a higher chance of involving in other cases of indiscipline such as sexual relationships (Jones & Espy, 2008; Mgalla, et al., 2010; Lochan, 2010) & Barrett, 2012). Students miss school for a number of reasons which may be accommodated in the school rules or dismissed and absent students punished. In most cases, absent students who indulge in wrong acts are those who willfully refuse to reach school and opt for other distractive forms of behavior. Sexual relationships have been mentioned as responsible for keeping away sexually active boys and girls from school. In the first place, their sexual relationships breach school rules (Moore, 2014; Harerimana & Adegoke, 2017).

The style the head teacher adopts to deal with cases of truancy can either help alleviate or even eradicate this vice or tolerate it if not promote it. Ngalinda (2007); Budeba and Neema (2014); Sanitora (2006); Mugana (2009); Changwa (2010); Mungania (2010); Mbogori (2012); and Kiprob (2015), suggest that regular roll calls during students' assembly and during lessons help identify students that abscond from school and class. Rewarding regular attendance while condemning truancy encourage students to attend school and be in class during lessons. In addition, informing parents about the attendance habits of the students can help improve on their behavior (Asiimwe & Magunda, 2017). However, in most cases, as noted by Budeba and Neema (2014); Sanitora (2006); Mugana (2009); Changwa (2010); Mungania (2010); Mbogori (2012); and Kiprob (2015), use of inappropriate disciplinary mechanisms may fan the behavior.

Dress Code

Dress code is an important part of the school's discipline. Students as a rule in most schools are required to put on school uniform while at school or other school functions regardless of whether they are on school compound or outside of the school compound. It is regarded as an act of indiscipline not to wear school uniform when required to do so. In a study conducted by Elisabetta and Scott (2010); Sanitora (2006); Mugana (2009); Changwa (2010); Mungania (2010); Mbogori (2012); and Kiprob (2015), to assess how uniform adoption affects student behavior in large urban schools, it was revealed that uniforms generate improvements in attendance and test scores. These results are particularly strong for girls in middle and high school. School uniform provides a source of identity and one putting on a uniform would easily be spotted in places where one is not expected to be at a particular time of the day.

In spite of their widespread use to improve discipline as justification for uniform adoption (Los Angeles Daily News, 2009; Segal, 2009); Sanitora (2006); Mugana (2009); Changwa (2010); Mungania (2010); Mbogori (2012); and Kiprob (2015), the effects of enforcing adherence to dress code on students behavior is debatable. Not all students who put on school uniform desist from acts of indiscipline. Some studies suggest that school uniform does not necessarily promote positive behavior among students (Elisabetta & Scott, 2010). Putting on school uniform may be enforced at school but students after leaving the school compound may change into regular clothes and take part in acts that compromise their discipline (Harerimana & Adegoke, 2017; Sanitora, 2006; Mugana, 2009; Changwa, 2010; Mungania, 2010; Mbogori, 2012; Kiprob, 2015).

Respect of School Authorities

Adolescents are considered to have the highest level of disobedience to school authorities. They are usually driven by the desire to be independent and become what they feel they should be. This brings them to a collision course with school authorities most of the time (Moore, 2014). Students more especially in secondary schools do not feel the urge to comply with school rules including respect for school authorities (Elisabetta & Scott, 2010; (Harerimana & Adegoke, 2017). The physical and psychological processes of development that students undergo during their years of secondary education require close cooperation from the school administration and the teachers. They need to be guided, counseled and monitored. Bell (2014) an educational psychologist claims that teachers have a huge task to make sure the student understands the direction a teacher or school administrator is giving him or her. Students with better discipline will appreciate the importance of authority and respect their teachers.

Deviant students will often be embroiled in scuffles with their teachers (Kiprob, 2015; (Harerimana & Adegoke, 2017). According to a Harris Poll conducted in 2014, it was revealed that fewer parents and students respect teachers. The survey shows that 31 percent of the respondents indicated that they respected teachers. The fact that parents are also considered to disrespect teachers is instructional. According to Lochan (2010) and Barrett (2012), this misbehavior moves from the parents to the children or from the children to the parents. Disrespectful students will not comply with most of the school rules and regulations (Kizilic, 2015; (Harerimana & Adegoke, 2017; Sanitora, 2006; Mugana, 2009; Changwa, 2010; Mungania, 2010; Mbogori, 2012; Kiprob, 2015).

RESEARCH DESIGN

The study used quantitative and qualitative approaches in descriptive and cross sectional research designs (Kothari, 2009). The researcher used quantitative approach to be able to generate the descriptive statistics to depict the status and level of the observed phenomenon. Qualitative approaches helped obtain data that gave deeper explanation of the quantitative data through capturing the lived examples of the respondents.

In addition, qualitative approach was used to capture other thoughts and ideas from the key informants in the study. The descriptive design enabled the researcher develop descriptions from data that inform the readers about the level and status of the phenomenon. It also provided tools for investigating the relationships between the study variables ((Kothari, 2009). The cross sectional design enabled the researcher to collect data about the study phenomenon from a cross section of respondent categories at one point in time. This saved time and it was convenient to collect data to describe and explain a phenomenon such as head teachers' leadership styles and students' leadership.

FINDINGS OF THE STUDY

The relationship between head teachers' leadership styles and students discipline in the selected secondary schools in Nyagatare District. Correlation analysis using inferential statistics was used to establish the relationship between head teachers' leadership styles and students' discipline in the studied schools.

The findings are as indicated in Table 1.0

Table 1.0 Relationship between Head Teachers' Leadership Styles and Students' Discipline

		Leadership Styles	Students' Discipline
Leadership Style	Pearson Correlation	1	.474**
	Sig. (2-tailed)		.000
	N	459	459
Students' Discipline	Pearson Correlation	.474**	1
	Sig. (2-tailed)	.000	
	N	459	459

** . Correlation is significant at the 0.01 level (2-tailed).

Findings in Table 1.0 indicate a significant but weak positive correlation between leadership styles and students' discipline with coefficient $r = .474$, $sig = .000^{**}$. The findings depict a positive relationship between head teachers' leadership styles and students' discipline as independent and dependent variables respectively. This means that a change in leadership style positively affects the students' discipline. It may be inferred that a high presence of studied head teachers' leadership styles is associated with good students' discipline while a low presence of the studied leadership styles is associated with poor students' discipline. Head teachers' leadership styles that are high in terms of shared locus of decision making, parents' participation and students' participation, will be associated with good students' discipline characterised by students completing their assignments, attending school regularly, adhering to the schools' dress code and having respect of school authorities (Harerimana & Adegoke, 2017).

The findings indicated a very high presence of consultation with teachers and students in handling disciplinary matters in the schools studied. This suggests that students and teachers are consulted when making decisions concerning disciplinary matters in the studied schools. In addition, teachers can take disciplinary actions in class. These findings support Okumbe (2007), Kiprob (2015) and Otara and Uwanyirigira (2018) about the shared decision making process in ensuring better discipline in schools. A shared responsibility on disciplinary matters has more effect on students discipline (Otara & Uwanyirigira, 2018) than having a single locus of decision making in the school.

During an interview with key informants, it was revealed that head teachers in some schools involve teachers on duty, teacher in charge of discipline and the prefects when deciding disciplinary cases. In addition, some disciplinary cases of minor nature may be handled either by the prefects alone, the class teacher or the discipline teacher. This suggests that the locus of decision making in some schools is shared between the various authorities in the schools' disciplinary hierarchy.

In further support of the above finding, one key informant had this to say;

"In my school, there are clear school rules and regulations. They specify the various punishments for the different offences and they grant powers to various members in the disciplinary process to take disciplinary action. For example, a prefect on duty can direct a student not putting on school uniform to go and put on uniform or students loitering on the compound to go back to class. A class teacher can send an undisciplined student out of class or ask the student to perform certain punitive tasks such as sweeping the class or compound for a given period of time. Bigger cases of indiscipline are handled by the disciplinary committee that makes recommendations to top management"

The findings suggested that a presence of the studied head teachers' leadership styles is related to a presence of good students' discipline in the studied schools. This supports the study by Harris (2014) which indicated that better leadership in schools is associated with lower cases of indiscipline in schools. The findings also support the arguments of Sanitora (2006), Mugana (2009), Changwa (2010), Mungania (2010), Mbogori (2012) and Kiprob (2015) that head teachers' leadership style was significantly related to students' discipline. Higher levels of participatory decision making, exercise of control over students, assigning work to students and students' participation in school leadership resulted in lower cases of indiscipline. Cases of absenteeism, failure to complete and hand in school work, deliberate breach of dress code, disrespect of school authorities reduced in a leadership environment aimed at reducing indiscipline (Otara and Uwanyirigira, 2018). The study as supported by available literature indicated that head teachers' leadership styles are associated with students' discipline in the selected schools.

CONCLUSIONS OF THE STUDY

The findings indicated a significant weak positive correlation between head teachers' leadership styles and students' discipline. Therefore, a high presence of the studied head teachers' leadership styles would be

associated with good students' discipline indicators such as completion of assignments, regular attendance, adherence to schools' dress code and respect of school authorities.

RECOMMENDATIONS FROM THE STUDY

Established that there is a significant though weak positive correlation between head teachers' leadership styles and students' discipline. From this finding, the researcher recommends as follows; Head teachers should regularly review their leadership styles to ensure that they continue to stimulate good discipline in the schools they lead. This may involve having open and candid discussions with teachers, prefects and students to identify those aspects of leadership styles that had more effect on improving students' discipline and adhering to them while changing those that are considered to have less or no effect on students' discipline.

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